Subject	History	Year Group	Year 7			
	Term/Unit 1	**Term/Unit 2**	**Term/Unit 3**	**Term/Unit 4**	**Term/Unit 5**	**Term/Unit 6**
Scheme title	William the...what?	Did faith dominate actions in the Middle Ages?	Who was the most successful Plantagenet Monarch?	The beginning of change: Early Modern England		
Purpose of scheme	Substantive knowledge of the causes and consequences of the Norman Conquest. Aims to build a base level understanding of the challenges facing Anglo-Saxon England in 1066. This scheme is also an introduction to the second order concepts that Historians use, including Cause and consequence, Continuity and Change, Interpretations and Historical Significance. Finally, the scheme aims to introduce pupils to source work and the evaluation of Historical Sources.	This unit aims to develop pupil understanding of Medieval beliefs including religious beliefs and beliefs in the afterlife. It aims to build a broad knowledge of the importance and power of the Christian Church and how it impacted on peoples lives at the time. It considers the experience of the Crusades and also the events of 1348 and the Black Death. As well as big historical overviews that develop a broad knowledge of the period, pupils will also encounter smaller histories such as the mystery of the skeletons in Wharram Percy.	This unit will examine arguably the bloodiest dynasty in English history. Pupils will begin with an overview of monarchs which will enable them to understand the success criteria of a good monarch such as keeping peace, winning wars, religion and having an heir to the throne. The unit aims to provide a broad understanding of three-hundred years of Plantagenet political history that forged England as a nation. Pupil's will use the success criteria to determine who was the most successful monarch by systematically examining each Plantagenet King. They will use historical source analysis to look at their choice of image, symbols of power and varying	This unit will explore the shift from the Medieval to the early Modern Period. It will do this by examining the inventions such as the printing press, gunpowder and new navigational techniques. Such inventions saw a dramatic expansion of world trade and commercial activity which accelerated change in all of society. Pupils will then analyse its impact on the monarchy and its role, religion and knowledge and learning. Pupils will then pay particular attention to Henry VIII and Mary I to examine the consequences of the Reformation and how it affected their reign while encountering the story of the execution of Richard Whiting and the vandalism of the church. This poses the pupils with		
Knowledge in sequence	Who should be King in 1066? Harold's Problems in 1066 Battle of Hastings. Has Tom Lovell done his Battle of Hastings homework? For people living at the time, was the Norman conquest a change for the better? Did the historian Marc morris get it right about the significance of the Norman Conquest?	Medieval Church Overview Why were Chaldon churchgoers dying to get into heaven in the Middle Ages?　　　　Why do historians argue about the crusades? Who won the Third Crusade? Charterhouse Square Why were the remains of ten people buried in a pit away from the main churchyard in Wharram Percy?	Monachs Overview Henry II Richard I　　　　　　　John I　　　　　　Edward III Barons Knights and Empresses Where did Mali keep their secrets of its success?	Early Modern Overview Why did Martin Luther's ideas go viral?　　　　　　Should the National Portrait Gallery sell Henry VIII cushions? How should we tell the story of Richard Whiting's execution? Why Was Richard Whiting Executed? Why was the inside of St Winifred's Church vandalised? Mary I		
Skills	Chronology, Cause and Consequence, Significance, Substantive Knowledge, Continuity and Change, Inference, Analysis and Evaluation of Historical Sources, Knowledge Recall.	Chronology, Cause and Consequence, interpretations, Similarity and Difference, Diversity, Substantive Knowledge, Inference, Analysis and Evaluation of Historical Sources.	Chronology, Cause and Consequence, interpretations, Similarity and Difference, Substantive Knowledge, Inference, Analysis and Evaluation of Historical Sources.	Chronology, Cause and Consequence, Interpretations, Analysis and Evaluation of Historical Sources, Similarity and Difference, Substantitive Knowledge, Inference and knowledge Recall.		
Key words	Heir, Throne, Conquest, Feudal System, Noble, Peasant, Knight, Change and Continuity, Significance.	Interpretation, Purgatory, Heaven, Hell, Pilgrimage, tithe, Crusade, Astrology, Massacre, Barbarism, Conquer, Western, Eastern	Monk, Medieval, Monach, Barons, Plantagenet, Dynasty, Interpretation, Criteria, Public Order, Succession, Crusade, Oath, Siege, Saracens, Legitimate, Successor	Early Modern, Reformation, Protestant, Revolution, Printing Press, Privateer, Colonise, Empire, Civil War, Circumnavigate		

End point	Pupils will have Substantive knowledge of the causes and consequences of the Norman Conquest. They will have developed an understanding of the challenges facing Anglo-Saxon England in 1066. They will have encountered most of the second order concepts that Historians use, including Cause and consequence, Continuity and Change, Interpretations and Historical Significance. Finally, pupils will have been introduced to source work and the evaluation of Historical Sources.	Pupils should gain a broad knowledge of the Medieval beliefs including religion and the afterlife. They should have a firm grasp on the impact the Christian Church and its corruption had on ordinary people's lives. Pupils will also understand that it was not always religion that represented faith with magic and superstitions also featuring during this period.	Pupils will have a firm grasp on the Plantagenet Dynasty through change and continuity of the reign of each monarch. They will know how to compare and contrast each monarch using the success criteria to identify which King was best. They will use contemporary interpretations as well as modern historian analysis to make inferences and evaluate three-hundred years of Plantagenet political history.	Pupils will be able to understand the significance of change and continuity from the Medieval to Early Modern Period. They will have encountered some of the most important inventions that accelerated societal change. They will do this through source analysis, change and continuity, inference skills and evaluating historical sources.		
Assessment Methods	Source A supports William of Normandy. How do you know? To what extent was the Norman Conquest a change for the better? End of unit knowledge test	How useful is source A to a historian studying Medieval Christian beliefs about the afterlife?	Who was the most successful Plantagenet monach?	Was the appearance and state of the world changed during the early modern period? Why did Martin Luther's ideas spre3ad across Europe in the early modern period? Why was Richard		